

Quid Novi

VOL. VIII NO.22

McGILL UNIVERSITY FACULTY OF LAW
FACULTE DE DROIT DE L'UNIVERSITE MCGILL

March 21, 1988
le 21 mars, 1988

LUBICON LAKE REVISITED: AN UPDATE

MAR 23 1988

By Christine Deom

One of the mechanisms of the Lubicon Lake Cree's fight for support recently was the boycott of the *Spirit Sings* exhibit, a show of stunning power, intensity and controversy. The Mohawks of Kahnawake had succeeded in obtaining an interim injunction barring the appearance of a false-face mask at the Exhibit as a form of protest over the desecration of native spiritual objects. In a Feb. 14th article in the *Edmonton Journal* called *The Spirit Weeps*, General Manager/Editor Steve Hume remarked on the irony and hypocrisy of celebrating the relics of civilizations and traditions 'robbed from the rubble'.

"In this context, passing through the opening gallery and gazing upon the 30 or so pathetic little artifacts that represent Canada's extinct Beothuk nation from what is now Newfoundland, who cannot feel appalled and shamed that their memory should be evoked in the service of national pride? It is as though the Berlin Olympics had put on a display of Jewish religious objects to celebrate the diversity and pluralism of German culture... to witness these modest possessions displayed in honor of a sports event, is to sense the trivialization of a tragedy of enormous proportions."

The tragedy continues in broader dimensions for native people: Increasing drug and alcohol abuse, pollution of native food sources, rising

suicide rates 15X greater than the national average, and a 30% native prison population. These are the tragedies of the present.

The Lubicon Lake Cree are still battling with two levels of government over their traditional land claims. At some point one wants to hear hopeful news of a just resolution to their demands, and Premier Getty of Alberta raised hopes that such negotiations were in the works when he visited Chief Bernard Ominayak at his home. Alas, the perceived notion that the Lubicon were on their way toward a settlement is unfounded. The Lubicons aren't even part of the negotiations between the Federal and Provincial Governments. As well, the mediator appointed by the All Party Parliamentary Standing Committee on Indian Affairs, Mr. E. Davie Fulton has been rejected by both Ottawa and

Alberta, to the disappointment of the Lubicon.

The Lubicon require 200 km² of land while Ottawa feels they are entitled to 160 km². Alberta has vowed to oppose any request above 60 km². Compounding this disparity in demands is the continuing bad faith of the Alberta Government in leasing out traditional lands to oil and gas projects. As well a giant Japanese forestry company has received a subsidy of \$65 million from Alberta and \$9.5 million from the Minister of Indian Affairs to build the largest pulp mill in Canada, processing trees taken from the Lubicon area. The timber lease to supply this pulp mill completely extends over the entire Lubicon traditional claim! That should just about complete the total economic destruction of these once self-supporting hunters and trappers.

REMINDER

Only two more issues of *Quid Novi* will be published this year. The last *Quid* will appear Tuesday, April 5. Deadline for this issue is Wednesday, March 31 at 1:00 p.m.

ANNOUNCEMENTS

BANQUET COMMITTEE

Meeting on Thursday at 1:00 p.m. in the
L.S.A. Office.

* * *

DELTA THETA PHI

Elections to be held
Wed. March 23, 1988
Noon, Room 201

* * *

YEARBOOK

The Yearbook Committee takes great pride in
announcing:

The Yearbook is coming! The Yearbook is
coming! Sales will start soon!

* * *

THIS YEAR'S LAST LEGAL AID PARTY

Tuesday, March 22, 5-9 p.m.
In the Common Room
- Everybody Welcome -

* * *

THE 'PARTING SHOT'

Discotheque Zig Zag
Four Seasons Hotel Quatre Saisons
Friday, March 25, 1988 at 9:00 p.m.

\$3.00

Semi-formal

Buy your tickets at:

The Thursday Happy House Coffee Hour

Tickets also available from:

John Godber, Rod Garson,
Rob Goldstein, Norbert Haensel.

* * *

ALL STUDENTS

SECOND TERM EXAMINATION NUMBERS

ARE NOW AVAILABLE AT THE
STUDENT AFFAIRS OFFICE

* * *

DEADLINE FOR SUBMISSION OF ESSAYS AND TERM PAPERS

Please note that all essays and term papers are
due at the Student Affairs Office by Friday,
April 8, 5:00 p.m.

Extensions are not granted without prior
permission from the Associate Dean.

L.S.A. NEWS

Applications from students for position
on the following committees
are now being accepted:

Social Committee
Sports Committee
Orientation Committee
Careers Committee
Curriculum Committee
Admissions Committee
Examination Board
Staff Appointments Committee
Promotions and Renewals Committee
Library Committee
Prizes and Scholarships Committee

Details (descriptions, deadlines etc.) are
posted in the L.S.A. office.

ARTICLING POSITION

Students interested in articling with
Clark, Wilson are invited to submit appli-
cations (curriculum vitae + transcripts)
directly to the firm by sending them to the
attention of:

Robert J. Lesperance
Clark, Wilson
800 - 885 West Georgia Street
Vancouver, British Columbia
V6C 3H1
(604) 687-5700

ERRATA:

In last week's edition of *Quid Novi*, the names of two writers were inadvertently
left out. The following articles should have appeared as follows:

Si le droit vous ennuie: Suivez moi! de Jeanne Cadorette

Letter to the Editor: Bilingualism? By Brad Condon

The *Quid* regrets any inconvenience caused by these omissions.

CANDID CLOSE-UP

Rande Kostal

By Phillip R. Pike

Rande who? Mr. Rande W. Kostal is this year's recipient of the faculty of law's Boulton Junior Fellowship. As such he is described as a "junior scholar (presumably, as opposed to a senior scholar) trained primarily in the Civil or Common Law traditions who wishes to gain some experience in law teaching while pursuing a major research project or completing a higher degree in law." Mr. Kostal fits the description aptly. He is completing a doctoral thesis as well as teaching a course in Canadian legal history.

Mr. Kostal is alleged to have been involved in the recent Iran-Contra scandal. However, he granted this interview on the condition that he not be questioned about his involvement. The rumour remains, therefore, unconfirmed.

Kostal, a native of Hamilton, Ontario, commenced his university career in the history department of the University of Western Ontario. In a few years he began to feel somewhat pessimistic about history: "I felt that there was really no future in history." His growing lack of enthusiasm for the career prospects associated with a history degree coupled with his growing debt and a vague attraction to the legal profession prompted him to apply to Western's law school, where he was accepted in 1978.

In retrospect, Kostal says that he was disappointed with the law school experience at Western. "I did not find it intriguing intellectually. I was disenchanted with the way law was taught without any historical or social context. Most of the professors were only interested in imparting a technical understanding of the law." A notable exception to this state of affairs was historian David Flaherty who taught a course in legal history. Kostal found Flaherty's approach to the issues methodologically sophisticated and he began

to toy with the idea of combining his interest in history with his interest in law by doing graduate work in the area of legal history.

After doing a master's at McMaster University in Hamilton, Kostal was successful in his application for a Commonwealth Scholarship which gave him the opportunity to study legal history at Oxford University in England for three years. Kostal adds that his law school transcript was less than impressive and he therefore feels that his work at McMaster gave him the credibility he needed to obtain the Commonwealth scholarship.

About his years at Oxford Kostal says that he spent a lot of time ensuring that he didn't acquire a British accent, "because it wouldn't have gone over well back in Hamilton." Apart from avoiding the Brit-

ish drawl he also played rugby at Oxford and, he adds jokingly, "drank to excess".

After his year at McGill Mr. Kostal returns to Western to join the faculty as an assistant professor where he will be teaching in the areas of legal history and tort law. He feels that since he has left Western its philosophy of law teaching has changed and that there is now a more tolerant attitude to an interdisciplinary study of law. At Western his own concern will be that students develop a memory of Canada's legal past. He would like to dispel the "ideological conceit that lawyers are impartial agents in society who provide services according to some insular professional logic." He feels that the role of Canadian lawyers and judges has always been intensely political: "They (Canadian lawyers and judges) have a part of creating everything good and bad about our society." He adds that

Cont'd on p.4

QUID APPEAL

The *Quid Novi* is now accepting applications for the following positions for next year:

Editor - in - Chief
Assistant Editor
English Editor
French Editor
Production Manager
Treasurer
Publicity Directr

A general meeting of the *Quid* 's editorial staff will be held Wednesday, March 30 at 12:00 in order to elect the new team. Room to be determined.

Le *Quid* a besoin d'étudiant(e)s dynamiques afin de combler les postes suivantes pour l'année 88-89:

Rédacteur - en - chef
Rédacteur adjoint
Rédacteur anglais
Rédacteur français
Responsable de la mise-en-page
Trésorier
Responsable de la publicité

Il y aura une assemblée des membres de la direction du *Quid Novi* le mercredi 30 mars à 12h afin d'élire la nouvelle équipe. L'endroit reste à être déterminé.

Quid Novi is published weekly by students at the Faculty of Law of McGill University, 3644 Peel Street, Montreal, H3A 1W9. Production is made possible by support of the Dean's office and by direct funding from the students. Opinions expressed are those of the author only. Contributions are published at the discretion of the editor and must indicate author or origin.

Editor-in-Chief Joani
Rédactrice-en-chef Tannenbaum

Associate Editor Normand
Rédacteur adjoint Perreault

English Editor Brad
Rédacteur anglais Condon

French Editor Jeanne
Rédactrice française Cadorette

Production Manager Ron
Directeur de gestion Lauenstein

Contributors/
Participants

Saritha Anjilvel
Gheeta Bharadia
Terry Pether
Phillip Pike
Teresa Scassa
Dan Urbas

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CHANGING OF THE GUARD LSA ELECTION RESULTS

1988-89 LSA:

President Norbert Haensel
Secretary Colin Chang
Treasurer Géneviève Saumier
Social Coordinator Dimitri Mastrocola
Faculty Council Johanne Poirier
Kevin Woodall

VP External Shahir Guindi
VP Civil Law Pierre Larouche
VP Common Law Melinda Munro
Class President Year IV Kevin Kyte
Class President BCL III Catherine Rakush
Class President LLB III Jim Doris
Class President BCL II Evelyn Jerassy
Class President LLB II Irene Wolfe
Law Senator Neil Rabinovitch

In addition to the LSA elections, the members have passed the LSA and the *Quid* fee increases by substantial margins.

We would like to take this opportunity to thank all the candidates and all the volunteers who helped make these elections so successful. We would also like to remind you that a referendum will be held this week to approve constitutional amendments. We expect students to once again come out in force and exercise their right to vote.

If you have any questions or if you feel this uncontrollable urge to volunteer as a poll clerk see Lisa, Benjamin or any LSA representative.

MCGILL LAW JOURNAL EXECUTIVE 1988-89

Editor-in-Chief Gary Bell
Associate Editor Susan Coristine

Executive Editor David Lametti
Managing Editor Scot Diamond

LEGAL AID CLINIC

Directors Anjali Choksi
Annette Lefebvre
Melinda Munro
Diana Young

CANDID CLOSE-UP...

Cont'd from p.3

the *Charter* has made this role explicit. The recent decision in the *Morgentaler* case is an illustration of the enormous power over the democratic processes and over the structure of our rights that is exerted by lawyers and judges.

Kostal therefore heads to Western with a mission: To cultivate in his students a sensitivity for Canada's legacy of legal culture and to dispel the myth that the work of the lawyer is politically neutral.

Speaker's Corner

Law and Policy Workshop

Unless otherwise indicated, all presentations will be given in Room 202 of 3644 Peel St. on Fridays at noon.

March 25 - Martha Minow,
Harvard Law School,
"Partial Justice: Legal Treatment
of Minorities"

March 31 (Thursday) - Fred Scofield,
Washington University,
"Chaos in Politics and Economics"

REPORT CARD ON LAW SCHOOL

Despite academic protests that law schools aren't trade schools, many lawyers feel budding advocates are ill-prepared for practice

By Katherine Monteith

(Reprinted from *Canadian Lawyer*)

It's a shocking fact that you can graduate today from a Canadian law school without ever having written a statement of claim, contract, will or promissory note. Without exaggeration, you may not even have *seen* many claims, contracts, wills or promissory notes during three years of legal education. Yet, after a brief trial-by-fire doing articles and even briefer bar admission courses, law school graduates are considered ready to practise and advise clients.

When confronted with this picture, most academics retort: "That's not our job. We teach them to think like lawyers, not to practise." But, the reality is that many new lawyers thrust into the working world are disturbed to discover they're lacking in real legal skills. The training that some maintain is the responsibility of law schools is taken up instead by law firms and senior lawyers.

According to a *Canadian Lawyer* survey, a clear majority of recent graduates agree schools are passing the buck and aren't up to par with the demands of the profession. We surveyed over 200 recent graduates (called to the bar within one to two years) and hiring partners in 80 medium and large firms. While they aren't without praise for legal education, both graduates and hiring partners feel there should be more practice-oriented skills and courses taught in law schools, with shorter academic terms and longer articles.

Purpose of Law School

Opinions are mixed on what law school should teach students. A minority believe the call for more practice-oriented courses is wrong. Says one lawyer: "The truth is that the most one can take away from law school is the ability to think like a lawyer - logic and analysis were probably what I learned most and have served me best."

But others feel cheated: "I feel my law school training was completely inadequate and irrelevant insofar as my day-to-day work is concerned. I never set eyes on any actual agreements, minute books or pleadings, or simulated any negotiations or client interviews. The notion that these matters are covered in bar admissions is false because of the very short span of bar ad course. In my view, this makes the first few years of practice extremely stressful."

Another lawyer, however, has this caustic response for those who say they got nothing from law school: "Those who found it useless were those who were content with the ease of getting by with a 'C' on little work. They are the same ones who plod along in practice without ever recognizing the opportunities that their clients have missed due to the lawyer's lack of depth."

There's strength to the argument that law school is what you make of it. Still, the majority opinion from the survey is that people go to law school expecting to be prepared for a position in the legal profession, and that means learning practical as well as analytical skills - and law schools can't ignore that fact.

Teaching Techniques

One of law schools' main weaknesses, according to our respondents, is they're often

staffed by teachers who know little of the "real world" of law. Of the schools that rate well in the eyes of graduates, most have professors or part-time instructors who have practised. Some respondents believe a lack of "experience" limited their teachers' abilities, making them less concerned about students' needs.

A graduate of York University's Osgoode Hall Law School sums up his teachers this way: "Political and personal bias of faculty resulted in failure to teach basics and general concepts. Example - a torts professor felt the concept of negligence is outdated and therefore focused exclusively on intentional torts in my first-year course. My first-year contracts professor was very left-wing and spent the entire course on inadequacy and inequality of contractual remedies and spent very little time (i.e. one lecture) on contractual formation, consideration, etc....Academic freedom was the rule."

A University of British Columbia graduate praises the use of practitioners as part-time instructors, but adds: "Many of the 'academic' teachers have never practised law and a number of them were very bad instructors. A good researcher and writer often does not make a good professor."

Generally, survey respondents are very critical of the traditional teaching methods, particularly the Socratic method - using probing questions to teach how to reason. One lawyer notes it creates an atmosphere of apprehension and embarrasses people. (In fact, Socrates gently pursued his subject with several leading questions - a different picture from today where students who don't know the answer are seemingly cast aside.)

Cont'd on p.6

Report Card...

Cont'd from p.5

A former educator who went to law school says: "I found law school to be excessively boring primarily because of the way information was presented. I was astounded at how out-of-date [it] was in terms of educational concepts and methodology. In fact, it appeared the faculty revelled in the fact that they were continuing the traditions of their antiquated methods."

Some survey respondents also don't think much of the way they're tested or evaluated. The norm in most law schools is examination by essay questions - usually administered once or twice a year. "The examination system does not measure understanding but instead measures the ability to withstand stress," says one lawyer. "Fostering a highly competitive attitude in students often retards their progress as competent practitioners and certainly makes them unpleasant to work with."

A lawyer in a large Vancouver firm responds bluntly to the question on standards of testing: "Law schools simply do not fail enough people. It is a damning commentary on our system of legal education that the greatest challenge is getting into law school. Our law schools churn out immature, ill-educated, self-important twerps more interested in BMWs and nice office furniture than in the law. I should add that these comments are not simply sour grapes. I finished fifth, third, and first in my three years at law school. I say this without any special pride, because my standing was primarily the result of good luck, not skill."

Solutions

Clearly, lawyers think law schools need to be overhauled. Many simply don't buy the academic position that professors aren't in the business of readying lawyers for practice. To that sort of comment, a Halifax lawyer says: "Hogwash! I do not know of one of my classmates (142 graduated) who does not want to practise."

Although most respondents feel the academic approach shouldn't be completely tossed out the window, many believe the theoretical training should be shorter and mixed with articling periods. The most

common suggestion is to have one or two years of academic training and a minimum of two years articling.

Other respondents feel the academic process is long and drawn out. "I thought the training was neither intellectual nor practical. Three years were really worth one and a half; I want a 50 percent refund," states one Toronto lawyer. Some also feel law schools must offer courses that reflect the reality of current legal tasks. Many say the business world demands knowledge of securities law, advanced corporate law and corporate finance, private international law and other aspects of commercial practice.

These opinions are echoed in a report on legal education released by CBA Ontario in November. The report agrees the education system isn't meeting the expectations of students or the profession. It recommends a "co-operative" four-year system in which law students would gain experience in law firms while going to school. The process would be similar to other professions, such as architecture, where students work for several months, go back to school, work again, go back to school and so on.

The report says teaching students to think like lawyers and analyse problems is of little use when they have no practical experience helping them understand the value of knowing those analytic methods. It confirms that bar admission courses don't teach students the practical skills that law school misses. It also notes that bar ad courses spend more time "providing remedial education in substantive law," suggesting law schools are failing even in teaching legal theory. Will these criticisms ever be addressed? As the new year began, several Ontario law schools were considering experimenting with the co-operative system, but it may be several years off.

Although striking the balance between teaching practical skills and scholarly theory won't be an easy task, law schools will have to respond soon. In fact, schools behind the times might even be accused of contributing to the increasing number of competency and ethics complaints brought against younger members of the profession. Legal practice has gotten leaner and meaner, jobs are harder to come by and, as some respondents note,

when you don't even know how to write a will or a contract, it's a rough way to start a career.

Now for the section you have all been waiting for with bated breath:

Law School Report Cards

C+ UNIVERSITY OF TORONTO

High ratings for curriculum and quality of students (B+). Lowest rating for physical facilities (D-). Note: a new library is being built.

C YORK UNIVERSITY

Faculty, relevancy to practice and standards of testing take the hardest knocks (C-). Only 50 percent of faculty are considered "caring and competent" but curriculum gets a good rating (B).

C DALHOUSIE UNIVERSITY

Faculty take a beating, with just 50 percent considered "caring and competent". Above average in most other categories.

C MCGILL UNIVERSITY

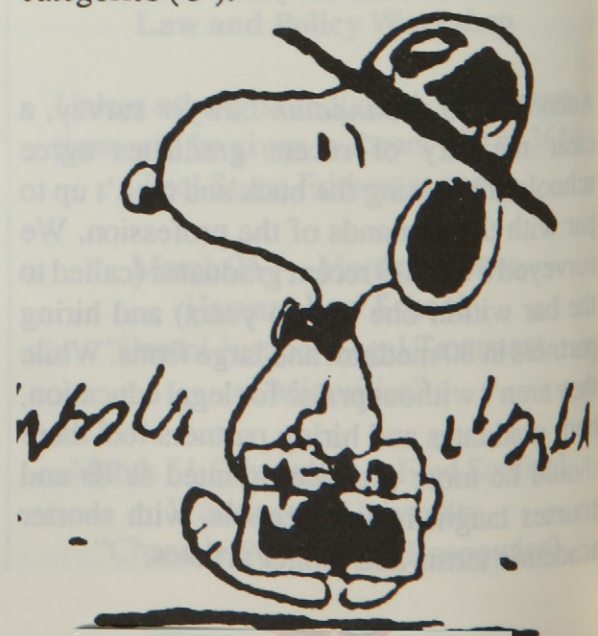
Abysmal rating for relevancy to practice (D+); considered "too theoretical". Facilities rate poorly (D+), as do faculty.

C UNIVERSITÉ DE MONTRÉAL

Below average in quality of students, standards, relevancy to practice and facilities. But curriculum and competence of faculty rate well (B-).

C UNIVERSITÉ DE SHERBROOKE

Above average curriculum and relevancy to practice (B-), but below average in other categories (C-).



Letter to the EDITOR:

THIRD PARTY OPTION FOR QUEBECERS

Dear Editor,

I am moved to write in response to the sentiments being pronounced by the Liberal Party of Quebec and the Parizeau wing of the Parti Québécois. Bourassa's opinionated disinformation that non-Francophone Quebecers would prefer social peace than the free exercise of their rights is downright shameful and anti-democratic. Mr. Parizeau's statements of the past weeks have been well documented and indicate that under his control the Parti Québécois would be moving to the extreme left wing of so called 'national socialist politics'. A Quebec society under Mr. Parizeau would give a new meaning to the concepts of xenophobia and selectivism. In response to a vocal minority of hardline Quebec nationalists, the Liberal Party under Mr. Bourassa is being moved or is moving of its own accord into a defensive nationalist corner.

A dilemma now exists for non-Francophone and moderate Francophone Quebecers. *What political representation will the above groups find in the existing two party system in the next Quebec provincial election?* The answer to that question may have serious political and historical ramifications for Quebec society.

Are these minority voices just whispers in the wind? I think not. Non-Francophone members of Quebec society make up approximately 1.2 million people. These individuals have been denied their guaranteed constitutional right of freedom of expression since 1982 and their pre-Charter right to free expression since 1976. In addition, all Francophones have been denied these same rights. Responsible and democratic governments do not deny constitutional rights but work diligently to enhance and guarantee them.

Of what significance is denying 1.2 million non-Francophones and 5 million Franco-

phone Canadians their guaranteed rights for twelve years? The answer is that we are experiencing human rights violations in our own backyard while an irresponsible government legitimizes and perpetuates such public behavior.

Putting this rights denial in perspective by considering the 1.2 million non-Francophone Quebecers and their lack of political representation, one must compare the populations of other Canadian provinces. Prince Edward Island has an approximate population of 150,000 people but has the same constitutional clout as Quebec. Non-Francophone Quebecers outnumber residents of PEI 8 to 1 and are at the constitutional whim of one man wielding a notwithstanding clause. Non-Francophone Quebecers are constitutional beggars at a Liberal Party banquet. A tale of two Quebecers.

This same constitutional analogy can be made by comparing the populations of New Brunswick, Nova Scotia, Newfoundland, Saskatchewan and Manitoba individually with that of Quebec. Why should geographic chance create second class Canadians based solely on numbers. *Constitutional rights are the rights of individuals not groups.* There should be equal protection for all Canadians of whatever creed, culture or language no matter what province they inhabit. Such is the political concession one makes when he is part of a multi-cultural federated union.

How would one quantify the constitutional dilemma in Quebec for the past 12 years. Simply put, it has been a criminal offence to publicly display one of Canada's official languages. **THIS MUST CHANGE.**

One must not confuse individual liberties with collective rights. Individual rights do not need the protective umbrella of a majority nor do they need definition beyond the individual. If all individuals are treated as equals before the law, individual rights can be the

most potent weapon used to stave off inequality. The genesis of constitutional rights are not a blessing of the majority. Constitutional rights sometimes protect unpopular minority positions which otherwise would be denied. That is the 'raison d'être' of a constitution.

In determining whether a law holds constitutional water, a court must ask whether there is a legitimate connection between the means and the end achieved. In the unilingual or bilingual sign cases, the court must determine whether the French language and culture are to be protected to a greater extent if unilingual or bilingual signs are deemed illegal in Quebec. One would have to ask whether there is a connection between denying a Canadian the right to post a sign in English and the protection of the French language and culture.

Quebec is not a unitary racial society. Although this fact exists, there is a historical tradition in which the French language and culture must be protected. This protection exists in the Canadian constitution. It has

Cont'd on p.8

He probably did, too!

(From the *Globe and Mail*, March 15, 1988)

Peter Baida, writing in *American Heritage* on the excesses of contemporary business writing, cites his own favorite business letter:

Gentlemen:

You have undertaken to cheat me. I won't sue you, for the law is too slow. I'll ruin you.

Yours truly,

Cornelius Vanderbilt

Letter...

Cont'd from p.7

been 400 years since the French settled Canada. The French language, culture, religion and law have been preserved in the Quebec Act, the British North America Act and the Canadian Charter. The present political posturing of Mr. Bourassa and Mr. Parizeau are the politics of fear and xenophobia.

What then is the answer to the above group's dilemma? If I am correct that 1.2 million non-Francophones and a majority of Quebec Francophones believe a unilingual Quebec is a step backward, then the only alternative is a third party for Quebec.

A third party is based on the principle of social peace balanced by the concept of social justice. One concept is inseparable from the other. A third party would have to respect the rights of individuals entrenched in the Canadian Charter. A third party must guarantee the existence of a French culture and language. A third party would have to be inclusive and protect all individuals in Quebec society. A third party would have to

Dear Abby Initio

Dear Abby Initio,

Sitting in my lectures, my mind sometimes wanders off into the land of inane questions. It's not that the lectures aren't riveting or anything like that. Really - I'm quite fascinated by the intriguing questions I ask myself

respect the economic principles of the free market. A third party would have to content itself with the business of governing and promoting a free and democratic society.

It is evident that the new blood of a third party based on these simple basic principles is needed in Quebec.

Mark Anthony Ciarallo
National Program
1986

during a two-hour lecture. Maybe you can answer some of them for me. For example why are camels called ships of the desert? And what do elephants and milk have in common? Have you ever answered those questions for yourself while sitting in a lecture?

Signed

Philosophically Intrigued, Really!

Dear Phil,

I wouldn't touch those questions with a ten-foot Pole. Czech with me privately if you need answers like that. Pygmies up at eight. We can go out somewhere, Dutch treat. When we get together, we can let the Spanish fly and really Taiwan on.

*McGill University Faculty of Law
Faculté de droit de l'université McGill*

THE LAST RIGHTS GRADUATION SOIREE

Four Seasons Hotel le Quatre Saisons

1050 Sherbrooke ouest

Salle Pierre de Coubertin

Cocktails: 6:00 pm / 1800 h Dinner/dîner: 7:00 pm / 1900 h

Black tie (optional) Tenue de ville (optionnelle)

MARCH 25, 1988 (FRIDAY)

*\$ 28.00 per person
per personne*

*Party at ZIG ZAG to follow
Suivi d'une réception à ZIG ZAG*